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IDENTIFIERS Appalachia

ABSTRACT

The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the fifth grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific lesson plans, comprising more than half the document, each focusing on a particular occupation or group of occupations. Developing positive work attitudes, choosing goals, and studying occupation areas of personal interest are concepts stressed in the unit. Lesson plans deal with: United States industries as they relate to geographic regions, the communications field, craft occupations, emphasizing Appalachia, and the U. S. monetary system and related financial occupations. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective, and is divided into three basic components: procedures, student activity, and notes and resources. The career education model implemented in this series is developed around five elements: field trips, simulated experiences, competence development, resource role models, and multimedia occupational information. (MW)

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ED106569

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level Five

RESOURCE UNIT

Lincoln County Board of Education
Hamlin, West Virginia

BEST COPY AVAILABLE

CE003241

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A Suggested Resource Unit

for

Level Five

Career Awareness

Synopsis

The 5th level of career awareness is further investigation and interpretation of the work of family members as related to various occupations on the national scale.

Further development of positive attitudes and values which are appropriate to both personal growth and career choice should be encouraged, building on insights gained in preceding levels. Experiences should be expanded so that the awareness of occupational areas and occupational goals is enhanced. Instructional methods should build upon student interest, and the mental maturation of each student. These activities, due to fact that they focus on a national level should involve a larger scope and sequence than in the preceding grade levels.

General Objectives

1. To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
3. To inform students about the multitude of occupational opportunities.

4 To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.

5 To provide students with basic information about major occupational fields.

6 To stress the dignity in work and the fact that every worker performs a useful function.

7. To visit local businesses and industries to get a first-hand view of the "world of work".

Behavioral Objectives

1. To examine major industries and services within the United States as they relate to different geographic regions.
2. To recognize a pursuit of excellence in the arts and the preservation of our cultural heritage as it relates to Appalachia.
3. To analyze the structure of the monetary system.
4. To illustrate the many different types of skills and careers used through the multi-media of communication.

Teaching Strategies

The sixth level of the middle school should involve students in a wider scope of magnitude of learning experiences. The students' occupational study should begin to assume a national focus. From past learning experiences on the home, community, and state levels, the student should become familiar with the vocational elements that influence the inter-

dependence of the economy, growth and well being of the entire nation.

I. The students in the middle school can become more involved in a project of greater magnitude by studying some type of business as it is performed on a national scale. Using a sequential learning approach, teaching strategies should help students to plot the geographic importance of the occupational patterns of the nation.

Teachers and counselors can help students find rewarding learning experiences in the richly varied and immensely challenging occupational world. There are many especially effective ways of implementing learning experiences through the utilization of a broad spectrum of occupational concepts.

The Kuder Preference Record names ten major interest areas. They are: Outdoor, Mechanical, Computational, Scientific, Persuasive. Artistic, Literary, Musical, Social Service, and Clerical.

II. Interviewing is a good technique for students to gain information about certain job occupations. Students should be instructed by the teacher or counselor in the correct interviewing techniques, so that they not only obtain the desired information, but also so they do not waste the time of the person being interviewed.

When an interview program is being set up, the community can be surveyed through the yellow pages of the telephone directory so the appropriate resource persons for particular types of interviews can be arranged. This will insure correlation with the unit of work being undertaken by the students.

One of the best ways to prepare students for interviewing techniques is through role playing. The interviewer gets not only an idea of the types of questions he will ask and the kind of responses that he may receive, but also the student will get or obtain the feeling of how an actual interview should take place.

When the interviewing is being done by the fifth level of students, they should be able to understand the reasons a worker might oversell or undersell his field or occupation.

Teachers should make students aware that misinformation may result from an interview. The resource person or the interviewee may misunderstand the question, or he may not have the competency to answer the question correctly.

III. The various regions of the United States can be used effectively as an organizational pattern for an in-depth study of the major occupations as

they relate to the inter-dependence of the national economy. The in-depth study will probably need to be done more intensively than previous career awareness units students have done before due to its greater scope and magnitude, and because it will reinforce previous learning experiences done on a lesser scale.

There are many activities that can be incorporated into the units to create more interest and to make the learning experiences more varied.

Note: This is only a suggested list. Many more ideas or practical applications to the topic being undertaken by the students may be more meaningful to them. Only the classroom teacher can determine the right activity to use.

The suggested list is as follows:

1. Collect poems written about cities within the United States.
2. Collect poems written about geographic areas within the United States.
3. Collect and display pictures of state and national parks.
4. Write letters for information from chambers of commerce or from the different state capitols.
5. Make temperature charts for various areas or regions of the country.

6. Make an alphabet story for the unit.
7. Prepare different types of exhibits.
8. Watch newspapers and magazines for pictures, advertisements, or articles that could be correlated with the unit being studied.

V. The students should be able to master such skills as being able to locate important information concerning the topics being studied, learning to summarize materials, making comparisons, interpreting visual aids, and being able to present interesting and worthwhile reports.

VI. Group presentation of all materials gathered from the previous studies concerning career awareness.

1. Producing articles for newspaper
2. Written reports
3. Oral reports
4. Speeches
5. Plays
6. Panel discussions
7. Quiz programs
8. Dramas
9. Assemblies
10. Role playing

Note: This is only a suggested list for presentation of your in-depth study to the entire class

or student body. However, the creative teacher may use other ways of creating individual highlights to culminate the in-depth proposals.

VII. Plan field trips which will focus on different geographic features. These should be planned with a foreward look to those businesses or companies that are especially known for interstate commerce that deals basically with other regions or areas of the United States.

Note: Consult with the staff to avoid repetition of previous trips, there-by producing continuity in the overall career awareness program.

VIII. Appropriate films, filmstrips, slides, or movies should be used to show the different phases of careers outside the state.

A. Films should be shown that have a relationship to the interests of the class.

B. Follow up the study after each film with a focus on those aspects of career awareness of special interest to the students.

C. Students should be encouraged to do individual interest areas of career and occupational awareness.

Resource Materials

1. Films
2. Records
3. Books
4. Magazines
5. Maps

6. Transparencies
7. Documentaries
8. Autobiographies
9. Art Supplies
10. Filmstrips
11. Tapes
12. Pamphlets
13. Pictures
14. Brochures
15. Slides
16. Bibliographies
17. Interview technique materials
18. Career files
19. Job application
20. Newspaper
21. Role playing techniques
22. Games
23. Research projects
24. Tests as Evaluation Units
25. Slide projector
26. Overhead projector
27. Tape recorder
28. Film projector
29. Opaque Projector
30. Filmstrip projector
31. Charts and graphs
32. Bulletin boards
33. Television
34. Radio
35. Easel
36. Flannel boards
37. etc.

Correlation of Subjects Taught

Social studies, reading textbooks, stories, and related units are areas which can easily be adapted to the study of other jobs. Other subject areas such as music, science, and math can also be used effectively. Occupations should be shown in their relationship as they are related in each subject of Career Awareness. The Language Arts Program could easily include oral and written reports, role playing, interviews, stories, poems, riddles, and letter writing. Math should include the relationship to the worker and to

the skills that they must have in order to obtain, perform, and function as to the different skills needed in the world of work. Art can be related to the workers and to the different activities with which they are involved. Music and correlated activities such as records, tapes, slides, filmstrips, and flannelboards are available in a wide selection of career awareness activity.

Besides the suggestive resource unit, other information could be used for gaining deeper insights into the world of work. The effective teacher, by using games, songs, stories, records, poems, visiting personnel, tapes, career book lists, video tapes and overall discussions of information derived from different field trips can increase the student's awareness of the role they must perform to be effective citizens of society in the world of work tomorrow.

Evaluation Techniques

Evaluation within this unit should be a continuous process in which the classroom teacher can use several methods to gain deeper insights into the overall student learning processes.

Role playing the different activities at this grade level is an excellent way for the classroom teacher to gain Valuable outputs of student behavior in any learning situation. Not only is it good for students as an effective evaluation instrument, but through role playing the students can learn self-discipline measures which they can use later in the occupational world.

Evaluation should be approached in terms of growth that has taken place in the students. Students should tell what they have learned during the unit. Evaluation can consist of self appraisal by the students and the teachers as to the degree to which the students have attained the expected outcomes of the unit. The success of the student is measured by his understandings, attitudes, appreciations, and skills acquired during the unit.

Methods of Evaluation

1. The observation of pupil participation in group discussion as they relate to career awareness.
2. Observation of pupil participation in activities.
   A. Materials brought to class
   B. Participation in role playing
   C. Oral questioning of students
   D. Participation in group discussions
3. Responsibilities
   A. Responsibilities students had when school started.
   B. Responsibilities students now perform at the closing of school.
   C. Occupations that students now can observe.
   D. Occupations that students now can perform.
   E. Pre and post testing.

Random Sampling

of

Occupations Which Could Be Studied In

Level Five

1. Accountants
2. Actors
3. Actress
4. Administrator
5. Agronomist
6. Airplane Pilot
7. Anesthesist
8. Announcer
9. Anthropologist
10. Archaeologist
11. Artist
12. Assembler
13. Attorney
14. Baker
15. Bank Clerk
16. Barber
17. Beauty Operator
18. Bellhop
19. Blacksmith
20. Boiler Maker
21. Bookkeeper
22. Book Editor
23. Bricklayer
24. Broker
25. Bus Driver
26. Butcher
27. Buyers
28. Carpenter
29. Cartoonist
30. Caseworker
31. Cattleman
32. Chef
33. City Manager
34. Composer
35. Counselor
36. Court Reporter
37. Credit Collector
38. Detective
39. Delivery Salesman
40. Demonstrator
41. Dental Assistant
42. Die Maker
43. Display Worker
44. Diver
45. Draftsman
46. Druggist
47. Dry Cleaning Worker
48. Electrician
49. Electroplater
50. Embalmer
51. Engineer
52. Farmer
53. Fisherman
54. Florist
55. Geologist
56. Glazier
57. Guard
58. Hotel Clerk
59. Household Worker
60. Inspector
61. Instructor
62. Interpreter
63. Janitor
64. Jeweler
65. Laborer
66. Lather
67. Lawyer
68. Lineman
69. Mail Carrier
70. Meat Cutter
71. Mechanic
72. Merchant Seaman
73. Miner
74. Millwright
75. Model
76. Musician
77. Nurse
78. Oceanographer
79. Orderly
80. Painter
81. Parking Attendant
82. Pattern Maker
83. Policeman
84. Policewoman
85. Postal Clerk
86. Programmer
87. Proofreader
88. Repairman

89. Reporter
90. Restaurant Manager
91. Salesman
92. Scientist
93. Shoe Repairman
94. Singer
95. Stevedore
96. Tailor
97. Teacher
98. Teletypist
99. Travel Agent
100. Truck Driver
101. Typists
102. Veterinarian
103. Waiter
104. Waitresses
105. Welder
106. Watchman
107. X-Ray Technician
108. Zoologist

A P P E N D I C E S

Appendices

A. Field Trip

B. Suggested Parental Letter

C. Resource Bibliography

D. Teaching Units

FIELD TRIPS

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the class room.

Some of the purposes of a field trip are as follows:

1. Having student develop an awareness of the many different workers in the community.
   a. Home
   b. School
   c. Neighborhood
   d. Local or nearby town
2. Helping them observe working conditions.
3. Helping them develop an awareness of the inter-dependence of workers.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first. (If feasible)
   a. Get idea of time involved
   b. Find out who the people are
   c. Find out the problems to be met
   d. Find out what background information students should have
3. Make plans for transportation
   a. What kind?
   b. Who will provide it?
   c. What will it cost?
4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan the trip together.

1. Generalizations should be given
   a. Stories
   b. Pictures
   c. Role playing
   d. Class discussion
2. Student committee should gather career information.
   a. Kind of workers
   b. Working conditions
   c. Training of workers
   d. Duties of workers

3. Safety precautions should be discussed.

4. Behavior as guest should be made clear.

Post trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?

2. What do these workers do each day?

3. What are their working days?

4. What kind of training do these workers need?

The class will want to write thank you notes or letters to the individual, agency, or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up, in advance, resource people to use as needed. The staff also intends to plan field trips in conjunction with each unit of study.

Suggested Field Trips

The following are suggested places to visit in incorporating new awareness of career occupations within the surrounding areas which relates to the state.

1. WSAZ Television--Channel 3--Huntington Studioes
2. WCHS Television--Channel 8--Charleston Studioes
3. WHTN Television--Casnnel 13--Huntington Studioes
4. West Virginia Arts and Crafts Fair--Ripley
5. Sunrise Gallery--Charleston
6. State Capitol Museum--Charleston
7. Stone Ground Meal factory--St. Albans
8. Hamlin Floral--Hamlin
9. Chauncy's Greenhouse--Milton
10. Alum Creek Floral--Alum Creek
11. Building projects in the area
12. West Virginia Artists and Craftsman Guild--Huntington
13. Lincoln National Bank--Hamlin
14. First National Bank--West Hamlin
15. Huntington Galleries--Huntington

SUGGESTED LETTER TO PARENTS

Dear Mr._____
Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job?_____

_____

2. What are some of your duties?_____

_____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)?

_____

_____

4. Would a field trip to your place of employment be beneficial at this grade level?_____

_____

5. Would you serve as a field trip aide when we take field trips?_____

6. Would you share as a classroom consultant in relating skills and occupations you use?

yes no

Sincerely

_____

Resource Bibliography

Level Five

Career Awareness

Exemplary Project

Books

Neal, Harry E. Money Masters. Messner, 1961.

Rees, Elinor. At the Bank. Melmont, 1959.

Rosenfield, Bernard. Let's Go to the U. S. Mint. Putman, 1960.

Sarnoff, Paul. Wall Street Careers. Messner, 1968.

Scotin, Laura. Let's Go to a Bank. Putnam, 1957.

Williams, Barbara. I Know a Bank Teller. Putnam, 1968.

Buchheimer, Naomi. Let's Go to a Television Station. Putnam, 1958.

Gordon, George N. and Irving A. Falk. On the Spot Reporting. Messner, 1967.

Hirschfield, Burt. Your Career in Theatre. Messner, 1963.

Mergendahl, T. L. and Shaldon Ransdell. What Does a Photographer Do? Dodd, Mead & Company, 1965.

Parker, Bertha [illegible]. Ask the Weatherman. Row Peterson & Company, [illegible].

Simpson, Wilma [illegible]. News and How It Travels. Melmont, 1961.

Wilkinson, Ned and [illegible]. Come to Work with Us in a TV Station. [illegible], 1970.

Wolfe, Louis. Let's Go to the Weather Station. Putnam, 1969.

Zechlin, Katharina. Inventive Enamelling and Jewelry Making. Sterling, 1967.

Howard, Sylvia W. Tin Can Crafting. Sterling, 1970.

Arvois, Edmond. Making Mosaics. Sterling, 1969.

Anderson, Mildred. Paper Mache and How to Use It. Sterling, 1965.

Leavitt, Jerome E. Carpentry for Children. Sterling, 1959

Stein, Vivian. Batik As a Hobby. Sterling, 1969.

Strose, Susanne. Coloring Papers. Sterling, 1968.

Frankel, Lillian and Godfrey. Creating from Scrap. Sterling, 1962.

Yates, Brock. Plastic Foam for Arts and Crafts. Sterling, 1965.

Strose, Susanne. Potato Printing. Sterling, 1968.

Janvier, Jacqueline. Felt Crafting. Sterling, 1970.

Gruber, Elmar. Nail Sculpture. Sterling, 1968.

Granit, Inga. Cardboard Crafting. Sterling, 1964.

Istenstein, Harold. Creative Claywork. Sterling, 1971.

Alkema, Chester Jay. Masks. Sterling, 1971.

Ficarotta, Phyllis. Sewing Without a Pattern. Sterling, 1971.

Birkner, Heinrich. Screen Printing. Sterling, 1971.

Fournier, Robert L. Ceramic Creations. Sterling, 1971.

Di Valentin, Marie and Louis. Practical Encyclopedia of Crafts. Sterling, 1970.

Alkema, Chester Jay. Creative Paper Crafts in Color. Sterling, 1971.

Pesch, Imelda Manalo. Macrame--Creative Knotting. Sterling, 1971.

La Croix, Grethe. Creating with Beads. Sterling, 1971.

Bressard, M. J. Creating with Burlap. Sterling, 1971.

Janvier, Jacqueline. Felt Crafting. Sterling, 1971.

Grol, Lini. Scissorscraft. Sterling, 1970.

Meriel-Bussy, Yves. Repoussage. Sterling, 1970.

Gruber Elmar. Metal and Wire Sculpture. Sterling, 1970.

Strose, Susanne. Candle Making. Sterling, 1971.

Strose, Susanne. Making Paper Flowers. Sterling, 1970.

Hoppe, H. Whittling and Wood Carving. Sterling, 1971.

Whitzig, H. and G. E. Kuhn. Making Dolls. Sterling, 1971

Ickis, Marguerite. Weaving As a Hobby. Sterling, 1970.

Petersen, Grete. Creative Leathercraft. Sterling, 1971.

Wood, Paul W. Stained Glass Crafting. Sterling, 1971.

Fisher, Leonard E. The Cabinetmakers. Watts, 1966.

Fisher, Leonard E. The Hatters. Watts, 1966.

Fisher, Leonard E. The Painters. Watts, 1965.

Fisher, Leonard E. The Printmakers. Watts, 1969.

Fisher, Leonard E. The Potters. Watts, 1965.

Fisher, Leonard E. The Schoolmasters. Watts, 1967.

Fisher, Leonard E. The Shoemakers. Watts, 1967.

Fisher, Leonard E. The Silversmiths. Watts, 1967.

Fisher, Leonard E. The Tanner. Watts, 1966.

Fisher, Leonard E. The Weavers. Watts, 1966.

Fisher, Leonard E. The Wigmakers. Watts, 1965.

Buchheimer, Naomi. Let's Go to the Telephone Company. Putnam, 1958.

Compton, Grant. What Does A Veterinarian Do [illegible]. Garrard & Company, 1967.

De Camp, L. Sprague. Energy and Power. Collier.

Dobrin, Norma. About Foresters. Melmont, [illegible]

Goodspeed, J. M. Let's Go to a Dairy. Putnam, 1957.

Greene, Clara. Let's Meet the Chemist. Harvey House. 1966.

Green, Erma. Let's Go to a Steel Mill. Putnam, 1961.

Hyde, Wayne. What Does A Cowboy Do? Dodd, Mead & Company, 1965.

Landin, Les. About Cowboys Around the World. Melmont, 1963.

Neal, Harry Edward. Engineers Unlimited. Messner, 1964.

Webb, Robert. Magic of Steel and Oil. Grosset & Dunlap, 1965.

Wells, Robert. What Does an Astronaut Do? Dodd, Mead & Company, 1961.

Sootin, Laura. Let's Go to a Farm. Putnam, 1958.

Sootin, Laura. Let's Go to an Airport. Putnam, 1957.

Spencer, Lila. Exciting Careers for Home Economists. Messner, 1967.

Filmstrips

The Banker (966)----------Eyegate

The Nature of Money (U17001)----------Eyegate

Services of a Bank (U17002)----------Eyegate

The Checking Account (U17003)----------Eyegate

Travels of a Check (U17004)----------Eyegate

Bank Balance (U17005)----------Eyegate

Federal Reserve System (U17006)----------Eyegate

The Story of Communication----------Eyegate

Transportation and Communication----------Eyegate

Pioneer Community----------Coronet

Maple Sugaring

Filmloops

The Blacksmith--Coronet, 1971. Super 8, Color, Grades 4-12.

347	Radio-TV Time Salesman
216	Reporters
399	Scriptwriters
19	Secretaries and Stenographers
309	Singers
296	Disk Jockeys
167	Models
20	Telephone Operators
81	Aerospace Industries Manufacturing Workers
121	Aluminum Industry Workers
82	Automobile Manufacturing Workers
42	Cattlemen
223	Cement Manufacturing Workers
83	Clothing Manufacturing Workers
45	Fur Farmers
26	Fur Industry Workers
163	Export and Import Workers
43	Dairy Farmers
49	Fishermen
124	Furniture Manufacturing Workers
173	Ice Cream Manufacturing Workers
224	Industrial Chemical Manufacturing Workers
176	Leather Manufacturing Workers
105	Lumbermen
53	Merchant Seamen
225	Paint, Varnish and Lacquer Industry Workers
129	Rubber Industry
108	Shoe Manufacturing Industry Workers
159	Textile Industry Workers

Wool into Clothing--Coronet, 1971. Super 8, Color. Grades 4-12.

Slides

Appalachian Crafts---Lincoln County Opportunity Company
Office of Economic Opportunity
Lincoln County Court House
Hamlin, West Virginia 25523

Film

Heart and Hands-------West Virginia Department of Commerce
Arts and Crafts Section
West Virginia State Capitol
Charleston, West Virginia 25305

SPA Occupational Briefs

46 Bank Officers
11 Bank Workers
16 Bookkeeping Machine Operators
12 Cashiers
91 Credit Collectors
322 Data Processing Machine Operators
328 File Clerks
297 Guards, Watchmen, and Alarm System Workers
276 Key Punch Operator
15 Messengers and Office Boys
154 Office Machine Servicemen
165 Securities Salesmen
252 Typists
62 Actors & Actresses
371 Advertising Account Executives
361 Advertising Copywriters
302 Broadcast Technicians
23 Carpenters
141 Cartoonists
35 Commercial and Industrial Photographers
24 Custom Tailors and Dressmakers
150 Dancers
25 Electricians
155 Electronic Technicians
142 Fashion Designers
329 Film Editor
257 Motion Picture Producers and Directors
279 Motion Picture Projectionists
295 Playwrights
280 Radio and Television Announcers
346 Radio-TV Service Technicians

Teaching Units

I. Individuality of Our Economic America

II. Wonderful World As Seen Through Television

III. Crafts of Appalachia

IV. Wonderful World of Money

These lesson plans are a guide for the classroom teacher as to what possible activities may take place during the learning period. This unit is subject to change and it it by no means intended to dictate a precise minute-by-minute schedule of activities.

LINCOLN COUNTY EXEMPLARY PROGRAM

III

VOCATIONAL EDUCATION

Elementary School Project

for

Level Five

INDIVIDUALITY OF OUR ECONOMIC AMERICA

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Five

Title: Individuality of our Economic America

Behavioral Objective: To examine major industries and services within the United States as they relate to different geographic regions.

Procedures	Student Activity	Notes & Resources
Initiate indepth project.	Students should become involved in an indepth project.	This indepth project should be on some phase or facet of an industry or business as performed within our nation or as it relates to the economic growth of the country.
The teacher suggests developing student scrapbooks.	Students make a scrapbook about their indepth project.	This could be done by using pictures from magazines, from literature secured from businesses and industries, or from old encyclopedias, and other books.
Creation of a scale model.	Students make a scale model of their indepth project, showing its interrelationships to other forms	This could be correlated with math class. Occupations that could be stressed are designer and

	of economic growth and development.	engineer, as well as architecture.
Class presentation of scale models.	Each student displays his scale model to the other members of the class explaining the operational functions of the models components.	This could be correlated with English class.
Use sequence of transparencies to point out major geographic areas.	Students should be able to comprehend the vastness of their in-depth project in terms of local, state and national interrelationships.	As the students point out these relationships, some kind of symbol should be used by each student to insure that the points made by various students can be differentiated
Students should write thank-you note to the bank in which they toured.	Select student committee to write class thank-you note.	Correlate this activity with English and with secretarial occupations.

Hold class interviews.	Invite people to come to the class and talk.	These people should be those who primarily make a living working for a concern which does interstate business. This could be someone who works in an industry such as the railroad, drives a tractor trailor truck, or other interstate type of activity.
Hold class discussion.	Allow plenty of time for class discussion of the person who visits the class, and his comments.	This class discussion will allow students to ask questi that are relevant t some particular aspect of their in-depth study or to branch out into other areas of interest.

Make films or filmstrips available to students.	These could be shown as they relate to areas of individual study.	By showing audio-visual aids, the students will be more able to form concrete ideas about the world of work.
Initiate class discussion.	Free discussion concerning any audio-visual aid that is shown in class.	This will enable the students to develop a deeper preception of the meaning of the world of work. It will also make their indepth project more meaningful
Discuss labor problems.	Discussion of overall labor problems as they relate to each individual's indepth project.	Many types of labor could be incorporated into this area. The students should be able to relate how the labor market in one section of the country affects another section.

Focus on seasonal employment.	Students discuss how seasonal employment affects the indepth project that they are working on.	This would be a particularly relevant factor to bring out if someone is working on an indepth project concerning agriculture or the construction industry.
Plan and take students on a field trip.	The field trip should be to an industry dealing heavily in interstate business.	This field trip should be planned with a foreward look to those businesses or companies that are especially known for interstate commerce dealing basically with other regions or areas of the United States. Four suggested places are: Union Carbide & Carbon, South Charleston, W. Va. International Nickel Company, Huntington W. Va.

		American Car & Foundary, Huntington, W. Va. Suco-Holland Industry, Huntington, W. Va.
Class discussion of field trip.	Class discussion focuses on the types of occupations and different kinds of workers seen on the field trip.	Students may be able to correlate these with their indepth project.
Students make geographical plots of different services performed by the occupation covered by indepth studies using maps and atlases.	As the students do research on their own indepth project, they will become familiar with other major types of occupations as related to the different areas of the United States.	Correlate this activity with socia studies. Areas to do indepth study in are as follows: 1. North East a. fishing b. tourism 2. Middle Atlantic a. manufacturi b. farming 3. South East a. citrus b. flowers c. tourism d. farming 4. New England a. fishing b. clothing c. tourism 5. Appalachian a. mining b. glass c. chemical

6. Mid West
   a. manufacturi
   b. farming

7. South West
   a. ranching
   b. oil
   c. industry
   d. rice

8. Rocky Mountain
   a. mining
   b. skiing
   c. tourism
   d. timber

9. Pacific Coastal
   a. fishing
   b. lumber
   c. manufacturi
   d. airplane

10. Alaskan Plains
   a. gold
   b. oil
   c. lumber

11. Hawaiian Area
   a. pineapple
   b. orchids
   c. tourism

This is only a suggested list for each area of the United States.

There are many more things that can be added as the students become more familiar with work done on their indepth project.

		For each section of the United State that is mentioned and for each major industry that the students come up with there should be an extensive lis made of the occupations that could be related to that industry.
Committee work.	Students select a committee to build audio-visual aids which will show various job opportunities as they relate to the individual indepth projects of each student.	Some of the following are suggeste ways for audio-visu aids to be made. 1. bulletin boards 2. charts 3. graphs 4. newspaper artic 5. yearbook 6. travel folder 7. mural 8. posters 9. advertisement of article 10. television scri 11. want ads 12. games (simulation) 13. radio broadcast As the students do this work in the

preparation of aud
visual aids the im
portance of class
members being able
to follow instruct
and being able to
work on their own
should be stressed
Time schedule shou
be set so that the
class members will
know how long they
have in preparing
the audio-visual
materials.

Some of the occu
tions that could b
discussed as a re-
sult of the audio-
visual aid creatio
are:

1. draftsman
2. advertising
3. account execu
4. aerospace eng
5. agronomist
6. announcer
7. artist
8. architect
9. cartoonists
10. book editor
11. oceanographer
12. attorney

		13. broadcasting technician 14. broker 15. demonstrator 16. fashion designe 17. industrial designer 18. interior design 19. scene designer 20. economist 21. historian 22. hotel manager 23. marina worker 24. mechanical engineer 25. model 26. mining engineer 27. merchant seamen 28. lithographer 29. photoengraver 30. printing pressm 31. longshoremen 32. stevedore 33. millwright 34. nuclear enginee 35. personnel worke 36. receptionists 37. switchboard operators 38. reporters 39. scriptwriter 40. secretary 41. tailor 42. lumbermen 43. veterinarian 44. traffic manager 45. etc.
Industrial brochures.	Students make brochures concerning their indepth project.	The brochures would contain some of the overall characteristics of the different types of occupations as they relate to the indepth project.

Other topics that should be included in the brochure are:

1. abilities
2. education
3. physical skills
   a. running
   b. jumping
   c. walking
   d. seeing
   e. hearing
   f. tasting
   g. throwing
   h. handling
   i. etc.
4. working condition
   a. inside
   b. outside
   c. pleasant
   d. unpleasant
   e. dangerous
   f. etc.
5. climatic factors
   a. hot climate
   b. wet climate
   c. cold climate
   d. dry climate
   e. etc.
6. salary
7. opportunities for advancement
8. etc.

Specific information in the reports should include the following:

1. name of the industry
2. where it is locate

These should be broad in nature but the reports should contain some of the specific information contained in the notes

The individual reports should contain the information that is mentioned in the notes and resorces.

	and resources.	3. relief map with places marked off 4. raw materials use 5. places where the raw materials come from 6. these places marked off on a relief map 7. where are the products sent 8. how the products are sent 9. how many workers are in the industry 10. job titles for some of the workers 11. describe a typical day for the workers 12. overall interdependence of the industry to the welfare of people in general
Class discussion.	Class discussion of each report.	This way everyone in the class will have a broader overview of the concept of work as it relates to career awareness on a national basis.

Role playing.	As a culminating high light every student could role play some facet of his own in-depth project.	This is one way in which to make learning more last-ing, although other ways of highlighting a learning experienc are just as effective Due to the wide variety of topics and student interest it would be impossibl to list all of the available resources that could be uti-lized in this type of project. Indepth projects could be done in the following areas: 1. chemical industry 2. lumber industry 3. transportation industry 4. automobile industry 5. airplane industry 6. space industry 7. electrical industry 8. steel industry 9. textile industry 10. television industry

11. furniture industry
12. movie industry
13. ranching
14. farming
    a. tobacco
    b. cotton
    c. dairy
    d. grain
    e. fruit
    f. vegetables
15. mining
16. recreation
17. drug industry
18. fishing industry
19. photographic industry
20. petroleum industry
21. meat industry
22. ship building
23. quarrying industry
24. etc.

Resources

Encyclopedias

Information from West Virginia Department of Labor

Information from Employment Security Office

Writing different companies that the students want to do an indepth project on for information

Demonstration Center

Films on different topics.

Filmstrips on different topics and areas.

Slides and tapes on different topics and areas.

Magazine articles on different topics and areas.

All of these may be checked out by the teacher.

SRC Occupational Briefs

81 Aerospace Industries Manufacturing Workers

121 Aluminum Industry Workers

82 Automobile Manufacturing Workers

42 Cattlemen

223 Cement Manufacturing Workers

83 Clothing Manufacturing Workers

45 Fur Farmers

26 Fur Industry Workers

163 Export and Import Workers

43 Dairy Farmers

49 Fishermen

124 Furniture Manufacturing Workers

173 Ice Cream Manufacturing Workers

224 Industrial Chemical Manufacturing Workers

176 Leather Manufacturing Workers

105 Lumbermen

53 Merchant Seamen

225 Paint, Varnish and Lacquer Industry Workers

129 Rubber Industry

108 Shoe Manufacturing Industry Workers

159 Textile Industry Workers

Books:

Buchheimer, Naomi. Let's Go To The Telephone Company. Putnam, 1958.

Compton, Grant. What Does A Veterinarian Do? Dodd, Meade & Company, 1964.

De Camp, L. Sprague. Energy And Power. Golden Press, 1962.

Dobrin, Norma. About Foresters. Melmont, 1962.

Goodspeed, J. M. Let's Meet The Chemist. Harvey House, 1966.

Green, Erma. Let's Go To A Steel Mill. Putnam, 1961.

Hyde, Wayne. What Does A Cowboy Do? Dodd, Mead & Company, 1963.

Landin, Les. About Cowboys Around The World. Belmont, 1963.

Neal, Harry Edward. Engineers Unlimited. Messner, 1964.

Webb, Robert. Magic of Steel and Oil. Grosset & Dunlap, 1963.

Wells, Robert. What Does An Astronaut Do? Dodd, Mead & Company, 1961.

Sootin, Laura. Let's Go To A Farm. Putnam, 1958.

Sootin, Laura. Let's Go To An Airport. Putnam, 1957.

Spencer, Lila. Exciting Careers For Home Economists. Messner, 1967.

LINCOLN COUNTY EXEMPLARY PROGRAM

III

VOCATIONAL EDUCATION

Elementary School Project

for

Level Five

WONDERFUL WORLD AS SEEN THROUGH TELEVISION

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Five

Title: Wonderful World As Seen Through Television

Behavioral Objective: To illustrate the many different types of skills and careers used through the multi-media of communication.

Procedure	Student Activity	Notes & Resources
Ask students what is on television tonight.	From their responses ask them to watch a program and to be able to discuss it in class tomorrow.	This should be all of the stimulus needed to initiate the study of this unit.
Discuss the different aspects of the television shows that the students watched.	Students could tell what parts of the show that appealed to them and what parts that did not appeal to them as an audience. a. Comedy b. Drama c. Musical d. Commercials Students will observe different skills used as they tour the television station.	

Discuss the field trip.	Students could tell the many different things that they observed during the trip. a. classroom discussion b. oral reports	
Students could collect pictures from magazines concerning the world of television.	These could be used as a focal point for classroom discussion as to the different types of occupations that could be associated with the television industry.	Life, Look, T.V. Guide, or any magazine that would have pictures or articles related to the industry.
Careers associated with the industry.	Students list careers that would be associated with the industry.	Many careers would be listed that the students observed during the field trip. Career information could be found in different encyclopedias. Careers could also be named from students watching television at home.

This is a listening of careers that the students should eventually come up with.

1. Producer
2. Sports Announcer
3. Cameraman
4. Technical Director
5. Audio Engineer
6. Scriptwriter
7. Lighting Engineer
8. Chief Engineer
9. Film Editor
10. Program Director
11. Station Manager
12. Music Director
13. News Director
14. Newscaster
15. Newswriter
16. Education Director
17. Public Affairs Director
18. Disk Jockey

19. Master of Ceremonies
20. Stage Manager
21. Floorman
22. Scenic Designer
23. Sound Effect Technician
24. Broadcast Technician
25. Development Engineer
26. Make-up Technician
27. Installer
28. Television Salesman
29. Television Repairman
30. Script Writer
31. Time Salesman
32. Commericial Layout Tech.
33. Business Management
34. Accountants
35. Typists
36. Stenographers
37. Clerks
38. Messengers
39. Ticket Manager
40. Schedule Manager

		41. Meterologist 42. Choreographer
Discuss requirements for each occupations as it is related to the industry.	Students could select different occupations within the television industry to do an expanded study. This should include the educational requirements, employment salary scale, and range of employment as it relates to career awareness.	This information could be gathered from a number of sources including encyclopedias, FCC pamphlets, and talking with different personel during the field trip.
Role playing	Students role play different occupations that they have done extended research on explaining to class members the various requirements of their occupations and skills needed to perform effectively in the occupational world.	

Who Am I Game	After the oral reports have been given, students could guess Who Am I from the different occupations.	
Increase student vocabulary from the field trip and an in-depth study of the different types of occupations.	Students should have a workable knowledge of an expended vocabulary. They could use these words in proper form both orally and written.	Suggested list of vocabulary words 1. air waves 2. quiz 3. panel 4. ham 5. drama 6. variety 7. comedian 8. comedy 9. advertiser 10. sponsor 11. transmit 12. credits 13. time segment 14. spot 15. air 16. mystery 17. musical 18. free lance 19. air frequencies

21. cue cards
22. grip
23. boobtube
24. UHF
25. VHF
26. FCC
27. receiver
28. network
29. affiliate station
30. projector
31. microphone
32. jack
33. broadcast
34. soap opera
35. documentary
36. boom
37. commercial
38. color
39. interruption
40. special
41. mike
42. job titles
43. sports special
44. parade
45. interference
46. on air
47. weather
48. directional antenna

		49. Prime time and many more words or terms that can be incorporated into this unit of work.
Commercials	Students can write and act out their own commercials for the production.	Let the students make or use their own materials as this would encourage creativity and could be correlated with art, music and English.
Make a mock television.	Paint the television set leaving an opening for the screen. Let each student perform his commercial as he would be seen on television. e.g. use large certon	This could also be video-taped for later playback to the students. (Use video tape equipment from Lincoln County Demonstration Center)
Newscast.	Let students work in a group to perform a newscast.	This could be up to minute news gained from

	Should include the following: 1. International News 2. National News 3. State News 4. Local News 5. Commercials 6. Weather 7. Sports	readings of local or state happenings, or it could be a historical newscast based on some event or happening that the students are studying in another area. e.g. 1776
After a trial run of the newscast, the teacher would have it video-taped and played back to the students.	Have different students do different parts of the newscast.	Different students should be responsible for different aspects of the newscast. e.g. time segments, types of news, areas of sports, commercials.
Ask someone knowledgeable in the field to visit the classroom and talk to the students about the television industry and all of it's phases as possible occupational fields.	Free discussion of various aspects of producing a program.	This could be a person from Marshall University (WMUL-TV) or from a local station.

Classroom discussion of visit.	This discussion could lead into broader learning activities such as producing a television program.	
Create and portray a television program.	This program should include all the students within the classroom.	The type of program which the students want to preser should be left to the classroom teache and to the students. It is an unlimited field and nly the imagination is the limit.
Different TV roles could be assumed by various students within the groups.	Students perform different roles as they prepare for their experience. e.g. station mansger, announcer, program director, news director, sports director, meteorologist, business manager, film editor	

Correlated activities that can be carried on within the classroom.		All c... activities should be done within the classroom. Ample time should be given to prepare and plan for the activity.
Group work.	Students work in different groups preparing for the activity, using different occupational skills which would be encountered in the communications industry.	This should be the cumulative highlight of this unit.
Suggested types of activities.	Television Variety Show. e.g. This is only a suggested topic.	Included within the program: Skits done by students which could be related to art, music, geography, history and English with costumes being made by the students (Home Economics).

		board, announcement or announcement on the school intercommunication system with the students doing the announcing.
Trial run of the show.	Students should go through some trail runs of their show so that they can work out any problems that they may encounter.	The show should be run precisely on a time basis as if it were an actual television
Plan to video-tape student production.	Video-tape the production and play back to the students so that they see themselves as others do when watching television in realistic situations.	
Performances	May do a performance for a P.T.A. meeting.	This would parents and supporters of the school system

Students plan to music to highlig... the progress. Such as coming on and going off the air. e. g. Walt Disney Productions uses the NUTCRACKER SUITE by Tschaikovsky. (Many other examples could be used.)

Students design the set using scen... and props which they have made in class.

Advertising sh... be done by the stu... informing other students when the production is go... to take place. e.g. This could done in the form of posters on the large bulletin...

Discuss the use of the proceeds from the show.	Students could give proceeds to a worthy cause.	Suggest that they give the proceeds to a worthy cause such as the Heart Fund or The Cancer Society, or if near a holiday the students can elect to fix a fruit basket and give it to someone who is sick or to someone who is needy in the community. This could be correlated into the social studies curriculum.
Conduct a review of the unit.	Review could be either oral or in the form of written reports.	Correlate with other subjects.

		types of ... ing activities that go on ... in the classroom.
	Performance for other students.	This could be done with the cooperation of the elementary principal and other teachers who may be involved within the elementary school.
Token admission.	Small admission fee could be required for the privelodge of attending the show. Sell tickets in advance, and have the seating for the audience organized prior to the performance time.	The selling of tickets in advance and having the seating charts plotted before each performance could involve students in math-oriented projects.

(cont.)

Filmstrips

Eyegate
The Story of
Communication

McGraw Hill Company
Transportation and
Communication

Resource Materials

Peabody Kit contains
walkie talkies

Careers in Television
National Association
of Broadcasters
1813 K Street N.W.
Washington, D.C. 2000

Electronics and
Electronic Materials
Allied Radio Corp.
100 N. Western Ave.
Chicago, Ill. 60680

Occupational Outlook
Handbook
United States Bureau
of Labor
pp. 665-674

SRA Occupational
Briefs

62 Actors & Actress
371 Advertising
Account Executives
361 Advertising
Copywriters
302 Broadcast Tech-
nicians
23 Carpenters
141 Cartoonists
35 Commercial and
Industrial Photo-
graphers

Books

Buchheimer, Na
Let's Go to
vision Sta
Putnam, 19

Gordon, George
and Irving A.
On the Spot R
Messner, 196

Gordon, George N.
and Irving A. Falk.
Your Career in TV
and Radio. Messner,
1967.

Hirschfield, Burt.
Your Career in
Theatre. Messner,
1963.

Mergendahl, T.E. and
Sheldon Ramsdell.
What Does A Photo-
grapher Do? Dodd,
Mead, & Company,
1965.

Parker, Bertha Morris.
Ask the Weatherman.
Row, Peterson & Compan
1960.

Simpson, Willma W
About News and How
It Travels. Melli
1961.

Wilkinson, Ned and
Jean. Come to Work
with Us in a TV
Station. Sanford
1970.

Wolfe, Louis
Go to the Weather
Station. Putnam,

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level Five

CRAFTS OF APPALACHIA

Lincoln County Board of Education
Hamlin, West Virginia

24 Custom Tailors and Dressmakers
150 Dancers
25 Electricians
155 Electronic Technicians
142 Fashion Designers
329 Film Editor
257 Motion Picture Producers and Directors
279 Motion Picture Projectionists
295 Playwrights
280 Radio and Television Announcer
346 Radio-TV Service Technicia
347 Radio-TV Time Salesman
216 Reporters
399 Scriptwriters
19 Secretaries and Stenographers
309 Singers
296 Disk Jockeys
167 Models
20 Telephone Operators

Teaching Unit
Level Five

Title: Crafts of Appalachia

Behavioral Objective: To recognize a pursuit of excellence in the arts and the preservation of our cultural heritage as it relates to Appalachia.

Procedures	Student Activity	Notes and Resources
Discuss the question, "What is a craft?"	This should be answered by class discussion.	Answers will vary but it should eventually produce an answer of "something that is made by hand."
Discuss how many students can perform some type of craft.	Answered by class discussion.	Answers will vary.
Discuss the importance of crafts.	Answered by class discussion.	Answers will vary, but economics and a heritage of the past should be emphasized.
Do they know any one in the community that is noted for their craftsmanship?	The response to this item will vary according to the community or school district.	Names of the people the students mention should be placed in a notebook for future reference as the unit develops further.

		e.g. Mrs. [illegible] Mrs. [illegible] Boats Mr. [illegible] weaving
Plan for bulletin board displaying crafts of Appalachia. Write comments on bulletin board items.	Students could collect pictures from magazines to create the bulletin board. Each picture that is placed on the bulletin board should have a written explanation included with it.	Correlate this activity with art. The explanation should cover how th article is prepared and the tools and t of work involved in creating the articl e.g. Quilting 1. material 2. thread 3. pattern 4. scissors 5. needle 6. thimble 7. lining 8. batting Occupations 1. designer 2. seamstress

		3. cutting 4. lay out pattern 5. etc. Patch Work Skirt or Vest 1. material 2. thread 3. pattern 4. scissors 5. thimble 6. lining 7. buttons 8. etc. Occupations 1. designer 2. seamstress 3. stylist 4. model 5. etc.
Arrange for classroom visitation by a resource person.	Ask someone from the area to visit the class and explain their craft. Note: Suggest that the person bring some of	Allow for ample time for class questioning of the person.

	their work to the class and display it for the students.	
Suggest that the students plan a display of their crafts and arts.	The students could do this as a group or as an individual project.	Many items of Appalachia could be demonstrated here. This would be an excellent way to stimulate interest in the many crafts of Appalachia.
Plan a field trip.	Field trip to a pla place in which craft work is being done.	Coordinate the trip through the Lincoln Co. Opportu Company Lincoln Co. Court Ho Hamlin, West Virgin Telephone 824-3408
Have students write thank you notes.	Students write thank you notes to the places that they visited.	Correlate this with English. Occupations to be discussed are writing, creative expression, etc.
Class discussion.	Free discussion of the activities that	As the students discuss the many

	were observed during the field trip.	things they say during the field trip, bring out the different types of occupations that went into the development of each article.
Map work. Concentrations on Appalachia.	Students could mark on a blank map the Appalachian States as recognized by the federal government.	This activity would reveal to the students that their own state is in the heart of the Appalachian region and thus create an awareness of pride and prestige in the craft articles that are made by hand in Appalachia. Correlate this activity with Social Studies and Art. Occupations to be stressed are as follows: 1. Designer 2. Painter

		3. Engineer 4. --?-- 5. etc.
Class Research.	Research on the different craft items that have been handed down through several different generations of people.	This could be either done as a group project or on an individual basis. Correlate this with English and Social Studies.
Oral Reports.	Students give oral reports as a result of their research.	Correlate this with English.
	There are many crafts of West Virginia or Appalachia that can be discussed within this unit. Perhaps many examples of them can be brought to class for demonstration.	This activity should be exploratory in nature with the students being urged to participate fully with hands on experience.
Teacher could initiate the students to start their own Arts and Craft Development Project in class	The students could make art and craft products of their own choice, based on individual competencies.	Random sampling of the crafts that the students could produce on their own.

1. lapidary
2. wagon replicas
3. wood burning
4. woodcraft
5. hand-modeled ceramics
6. primitive art
7. woodcarving
8. pyrography
9. liturgical sculpture
10. quilts
11. stuffed toys
12. weaving
13. primitive portraits
14. knitting
15. basket making
16. dulcimers
17. needlework
18. --?--
19. wallhangings of cloth
20. hammered --?--
21. cutlery
22. traditional songs

23. stone ground meal
24. stoneware pottery
25. cane seating
26. pottery
27. birdhouses
28. dried apple dolls
29. applebutter
30. coal figurines
31. coal jewelry
32. oil painting
33. string sculpture
34. hammered dulcimers
35. mountain toys
36. nature plaques
37. china dolls
38. porcelain dolls
39. creative stitchery
40. enameling
41. pewter spinning
42. white oak bas;kets
43. Raggedy Ann dolls
44. potpourri
45. wheel thrown pottery
46. wire jewelry

47. hand cut --?--
    jewelry
48. wood Christmas
    tree ornaments
49. corn shuck dolls
50. corn shuck flowers
51. spinning
52. relief wood carving
53. fly tying
    lure making
54. vegetable --?--
55. antique --?--
56. toleware
57. embroidery
58. jewelry --?--
59. leather work
60. pine cone wreath
61. black smithing
62. stained glass
63. stuffed --?--
64. candle making
65. wind chimes
66. upholstering
67. beadwork
68. crocheting
69. rug weaving
70. crocheted afgans
71. dress making
72. molasses making

		73. maple sugaring 74. etc.
Set up student Cooperative	Students study a model Arts & Crafts marketing organization (using Lincoln County Opportunity Company as a resource) and then develop their own class or school Art and Craft organization to market their products. Products could be displayed and sold at P. T. A. meetings, school carnivals or community meetings--occupational elements in this project would deal with the production, business marketing, administrative and financial aspects of occupations. Note: Exemplary Project Co-ordinators and Lincoln County O.E.O. personnel can be	

	utilized to help design and set up the model craft organizational structure.	
Discuss use of native materials in Appalachian arts and crafts.	Discuss the fact that many of the items are made from native materials which are plentiful in the Applachian area.	Random sample of the native material could be the follow 1. corn husk flowe 2. coal jewerly 3. relief wood car 4. wood Christmas tree ornaments 5. clay pottery 6. wood carving 7. bird woodcarvi 8. white oak baske 9. seat weaving 10. etc.
Many occupations can be stressed during the craft demonstration or research reports.	Many of these crafts would have overlapping occupations but several of them should be stressed.	Random sampling occupations to be stressed are: 1. designer 2. seamstress 3. artist 4. painter 5. wood lath mun

6. sculptor both in meta[illegible] and wood.
7. carver
8. potter
9. weaver
10. spinner
11. florist
12. blacksmith
13. coppersmith
14. musician
15. carpenter
16. planer (lumber
17. farmer
18. salesman
19. upholsterer
20. knitter
21. skilled labor
22. lay out perso
23. display worke
24. draftsman
25. dressmakers
26. mechanic
27. interior dec
28. jewelers
29. laborer
30. machine tool operato
31. model

34. [illegible]
35. tailor
36. welder
37. bookkeeper
38. typist
39. manager
40. co-op
41. delivery man
42. unskilled labor
43. etc.

Crafts of A[illegible]pe ach[illegible] are many and [illegible]ed. They may be classified into different categories and into many different occupations. Yet the[illegible] are basically products which are made by hand using methods and [illegible] which have been handed down from past generations. [illegible] student [illegible] be one aware of the broad spectrum of crafts so that they

understand how ... heritage of ... links up with the present and ... having a workable knowledge of the ... cupations of the ... of yesteryear.

Resources

Books

Alkema, Chester Ja... Masks. Sterling. ...

Ficarotta, Phyllis ... Sewing Without a Pattern. Sterling, ...

Birkner, Heinrich. Screen Printing. Sterling, 1968.

Anderson, Mildred. Paper Mache and How Use It. Sterling, ...

Arvois, Edmund. Making Mosaics. ... 1969.

Di Valentin, Maria. Practical Encyclo... of Crafts. Sterl... 1970.

Frankel, Lillian ... Godfrey. Creating ... From Scrap. Ster... 1962.

Fressard, M. J. Creating With Pap... Sterling. 1970.

Fournier, Robert
Ceramic Creation
Sterling, 1971.

Granit, Inga.
Cardboard Crafting.
Sterling, 1964.

Grol, Lini.
Scissorscraft. Sterli
1970.

Gruber, Elmar.
Metal and Wire Sculpt
Sterling, 1969.

Gruber, Elmar.
Nail Sculpture.
Sterling, 1968.

Hoppe, H. Whittling
And Wood Carving.
Sterling, 1969.

Howard, Sylvia W.
Tin Can Crafting
Sterling, 1964.

Jokis, Marguerite.
Weaving As A Hobby.
Sterling, 1968.

Isenstein, Harold.
Creative Claywork.
Sterling, 1960.

Janvier, Jacqueline.
Felt Crafting. Sterli
1970.

La Croix, Grethe.
Creating With Beads.
Sterling, 1969

Leavitt, Jerome E.
Carpentry For Children
Sterling, 1959.

Meriel-Bussy, Yoos.
The Embossing Repouss
of Metal. Sterling,
1970.

Pesch, Imelda. Macrame. (Creative Knotting). Sterling, 1970.

Peterson, Grete. Creative Leathercraft. Sterling, 1960.

Stein, Vivian. Batik As A Hobby. Sterling, 1969.

Strose, Susanne. Candlemaking. Sterling, 1968.

Strose, Susanne. Coloring Papers. Sterling, 1968.

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Music (Records)

Instrumental Music of the Southern Appalachians Everest Records Production TLP1007

Filmstrip

Maple Sugaring----

Crafts----Coronet

Film Loops

Wool Into Clothing---
Coronet

The Blacksmith----
Coronet

Film

Heart and Hands
West Virginia
Department of Commerce
Arts and Crafts
Section, State Capitol
Charleston, W. Va. 25

Slides

Office Econ
Opportunity
County Oppo
Lincoln County Court
House
Hamlin, W. Va. 2550

Sponsoring Agencies for Crafts of Appalachia are:

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State Capit
Charleston, W. Va.
25305

West Virginia Department of Commerce
State Capitol
Charleston, W. Va.
25305

West Virginia Department of Education
State Capitol
Charleston, W.
25305

West Virginia Univ
sity Extension Service
State Capitol
Charleston, W. Va.
25305

West Virginia Department of Natural Resources, State Capitol, Charleston W. Va. 25305

West Virginia Artist and Craftsmen Guild Appalachian Craftsmen, 724 4th Ave. Huntington, W. Va. 25701

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level Five

WONDERFUL WORLD OF MONEY

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Five

Title: Wonderful World of Money

Behavioral Objective: To analyze the structure of the monetary system.

Procedures	Student Activity	Notes & Resources
This unit could be started out with two simple questions. 1. How many of you students have some form of money on your person? 2. How many of you students have ever spent some form of money?	As the students raise their hands put the number down on the chalkboard. Same procedure for questions one and two.	Include all students within the class discussion.
Ask general question of entire class as to how many of them would like to know more about our monetary system.	Put student response on the board.	In fact, some students may wish to tell some ways in which they have earned money such as baby sitting, mowing lawns, delivering papers, and etc.

Divide class into groups. Group activities to focus on the overall aspects of our monetary system.	Groups could do the following: 1. History of money 2. Definition of money 3. Kinds of money 4. Substitutes for money 5. Value of money 6. Importance of banks	Encyclop...
Panel discussions.	The groups could report their findings to the entire class using panel techniques.	Panel should be a free exchange of information and ideas with all students involved.
Functions money performs.	Class could be divided into four groups so that they could become active in pointing out different functions that money performs through role play situations.	Role play here would create an awareness of such different aspects of money use as buying and selling.
Give each student a certain amount of money.	Students use play money to simulate the activities and to make this a more meaningful learning experience.	Money Kit of play money.

Divide the class into four groups so that each group can represent one of the four major functions that money performs. The four groups should focus on money as:		Creativity and initiate is the key note if these four groups are to perform well.
1. Medium of exchange	This group could do activities such as trading or exchange of goods and services.	Correlate with social studies.
2. Standard of values	This group could do activities as understanding the total worth of an article in terms of their money's buying potential.	Correlate with math.
3. Storehouse of value	This group could be saving or keeping their articles or money for a time when it is needed.	Correlate this with social studies.

4. Standard of payment	This group could be the borrowers but would have to pay back what they borrow plus interest.	Correlate with math.
Focus on where our money comes from and how it is made.	Discuss the making of money at the United States Mint.	
Generate further interest in money by discussing numismatics, the study or collection of coins, paper, and other forms of money.	If any students in the class have a coin collection ask them to bring some or all of it to class and show it to the other students.	This could create interest in the different types of money that the United States uses today in comparison to yesterdays money. e.g. silver dollar barber dime trade dollar buffalo nickel two cent piece
Student research on different topics.	These topics should be related to the entire class. 1. National Bank (local) 2. State Bank	Use encyclopedias for source materials Visit local bank to obtain data.

	3. Federal Reserve System 4. Savings Banks 5. Trust Companies	
Students create display on large wall map.	Students could mark off the areas of the Federal Reserve System.	Correlate chi. with geography and history.
Students diagram flow of currency.	Students diagram how money travels from the United States Mint to a local bank.	This could be done through the use of maps, consisting of National, State, and local areas. This could be correlated with social studies.
Invite resource speaker such as the local banker to come to the class.	Students plan for the visit of the resource person. Students plan questions that they want to ask the resource person during the discussion period that will follow the presentation.	Emphasis shou. be on the differen types of occupations that the resource person spoke of while visiting the class.

Write up visitation.	Students write their impressions of the discussions and explanation of the resource person.	
Plan field trip to a local bank.	Visit local bank. Students should be encouraged to visit its many different areas and departments and observe its various activities.	Bank departments which the student should visit and observe: loan department business department saving's department checking department secretarial bookkeepers cashiers tellers bank vault safety deposit box clearing house business machines forms for bank business records safety devices etc.

Classroom discussion and analysis of the field trip.	Discussion should focus on the field trip and the many types of activities that the students saw and observed.	
Summary and analysis of field trip perceptions.	Students write down on the chalkboard all activities and different machines which were being used by their elders.	Carry out this with a ring.
Report writing.	Students must write a report regarding their field trip experience.	Carry out this with English.
Plan and carry out simulated banking activities	Student activities could be some of the following: 1. writing checks 2. filling out deposit slips 3. savings slip 4. savings account passbook 5. figuring interest on savings a. daily b. monthly c. quarterly d. yearly	Many of these materials (check books, deposit slips) can be received from any local bank. All of the banking activities can be carried out.

	6. compound interest on savings accounts	
Discuss reasons people borrow money.	7. loaning money for personal reasons	Importance of credit rating should be interwoven into this area.
Fill out loan payment books.	8. forms of collateral 9. payment book a. car payment b. house payment c. television payment	
Emphasize necessity of keeping accurate records.	Discuss value of record keeping in class. Some important points: 1. prevents duplicate payment of bills 2. for income tax purposes 3. planning a family budget a. weekly b. monthly c. yearly	
Preparing deposits.	Sorting and preparing money for bank deposits. a. pennies b. nickels c. dimes	Through the cooperation of the principal, the students guided by the teacher could count money from some school activity or from the hot lunch program.

1. sorting clerk
2. account analyst
3. machine operator
4. clearing house clerk
5. assistant transit department
6. manager transit department

Banking occupations as related to the area of bookkeeping:

1. machine operator
2. audit clerk
3. bookkeeper
4. assistant bookkeeper
5. accounting clerk
6. balance clerk
7. payroll clerk
8. supervisor

Banking occupations related to Data Processing Positions:

1. sorting machine operator
2. Keypunch operator
3. verifier operator
4. programmer
5. supervisor of computer operator

Banking occupations as related to secretarial positions:

1. typewriter operator
2. clerk-typist
3. typist
4. stenographer
5. administrative secretary

Resource Materials

The Story of Checks
Federal Reserve
Bank of New York,
New York, (free).

Your Money Supply
Federal Reserve
Bank of St. Louis,
St. Louis, Missouri,
(free).

Money, Master or
Servant
Federal Reserve
Bank of Atlanta,
Georgia, (free).

Fundamental Facts
About U.S. Money
Federal Reserve
Bank of Atlanta,
Atlanta, Georgia.

Filmstrips:

Eyegate Series
96G The Banker
U17001 The Nature
of Money
U17002 Services of
a Bank
U17003 The Checking
Account
U17004 Travel of a
Check
U17005 Bank Balance
U17006 Federal Reserve
System

Banking Kit by
Wollensak

Free materials from:

American Bankers
Association
90 Park Avenue
New York, N. Y. 10015

SRA Occupational Briefs

46 bank officers
11 bank workers
16 bookkeeping machine operators
12 cashiers
91 credit collectors
322 data processing machine operators
328 file clerks
297 guards, watchmen, and alarm system workers
276 key punch operators
15 messengers and office boys
154 office machine servicemen
165 securities salesmen
252 typists

Books:

Neal, Harry E.
Money Masters.
Messner, 1961.

Rees, Elinor.
At The Bank.
Melmont, 1959.

Rosenfield, Bernard.
Let's Go To The U.S. Mint. Putnam, 1960.

Sarnoff, Paul.
Wall Street Careers.
Messner, 1968.

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Let's Go To A Bank.
Putnam, 1957.

Williams, Barbara.
I Know A Bank Teller.
Putnam, 1968.

Resource Materials

The Story of Checks
Federal Reserve
Bank of New York,
New York, (free).

Your Money Supply
Federal Reserve
Bank of St. Louis,
St. Louis, Missouri,
(free).

Money, Master or
Servant
Federal Reserve
Bank of Atlanta,
Georgia, (free).

Fundamental Facts
About U.S. Money
Federal Reserve
Bank of Atlanta,
Atlanta, Georgia.

Filmstrips:

Eyegate Series

96G	The Banker
U17001	The Nature of Money
U17002	Services of a Bank
U17003	The Checking Account
U17004	Travel of a Check
U17005	Bank Balance
U17006	Federal Reserve System

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